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ABSTRACT

Public hearings were held to assess citizens' views about providing bilingual education for preschool children in California. Contents of this report, consisting of six brief papers, discuss the value of early bilingual education, the assessment of bilingual proficiency in young children, and preschool curriculum design. Parent participation, policy and administrative issues, resource coordination, and the special needs of infant, refugee, migrant and handicapped children are also discussed. Additional sections of the report provide background information about the hearings and some statistical data on limited-English-speaking and non-English-speaking kindergarten children in California, as well as names and affiliations of persons involved in organizing and conducting the hearings. Recommendations for action by the Office of Child Development and the Commission for Teacher Preparation and Licensing are presented. A note to the reader invites personal and institutional responses to the report and indicates that written comments received will be printed in subsequent editions. (RH)

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Developmental Needs of Young Lingual Children

A Response to the Governor's Budget Statement for Education

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State of California

GOVERNOR'S ADVISORY COMMITTEE
ON CHILD DEVELOPMENT PROGRAMS
1600 Ninth Street, Room 138
Sacramento, California 95814
(916) 322-8181

May 12, 1982

The Honorable Edmund G. Brown Jr., Governor
State of California
State Capitol
Sacramento, CA 95814

The Honorable Wilson Riles
Superintendent of Public Instruction
721 Capitol Mall
Sacramento, CA 95814

Dear Governor Brown and Superintendent Riles:

As California continues to be a state of immigrants, our government faces the difficult challenge of promoting the maintainance and expression of diverse cultures while providing new citizens with the skills to live and work in an English-speaking land.

The Advisory Committee reports that the State's preschool and child development programs are a resource of great potential in meeting this dual challenge. To realize this potential, the Committee makes several specific recommendations.

We encourage you to promote the discussion of this report and to direct appropriate staff members to carry out our recommendations.

Sincerely,

June Sale, Chair

TO THE READER

The Governor's Advisory Committee on Child Development Programs invites personal and institutional response to this report. Written comments we receive will be printed in subsequent editions of the report.

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RECOMMENDATIONS

Parents want their children to learn English absolutely. But they don't want their language and their heritage destroyed in the process.

Peter Schilla
Western Center on Law and
Poverty

Assessment

1. The Office of Child Development (OCD) should complete its development and field test of the Bilingual Bicultural Migrant Education Program Assessment. The Office can then bring together evaluators of test data. If this instrument meets criteria, the OCD should make the instrument and technical assistance in its use available to all child development programs.

2. If the Program Assessment does not prove to be appropriate to all programs, the OCD should develop an appropriate assessment instrument and distribute it--again with technical assistance in its use.

3. Personnel development programs within the State Department of Education (SDE) should provide workshops to child care agencies giving directors an overview of the four Head Start models for bilingual early education programs.

Curriculum

1. OCD should establish resource centers for bilingual education of young children; one each in Southern California, Fresno, and the Bay Area seem minimal.

2. OCD should assist in the development of a network or consortium of programs with a strong bilingual emphasis--similar to the Resource and Referral network and the association of Alternative Payment programs--and provide consultant support to the consortium.

3. The Commission for Teacher Preparation and Licensing should develop a method to assess and certify the bilingual proficiency of Early Childhood Specialist credential and Children's Center permit holders.

4. The Commission (CTPL) should develop a method to certify the bilingual competency of children's center aides.

5. The CTPL should establish and maintain regulations that permit Local Education Agencies to hire children's center permit holders (at any level including Emergency status) with bilingual certification even if a life credential or permit holder who is monolingual is also available for employment.

6. The OCD should monitor the hiring patterns of its funded programs to ensure that staff reflect the cultural and linguistic needs of children enrolled.

7. The OCD should provide funding and consultant services for the development of bilingual/multicultural early education curricula.

8. The OCD should develop regulations for bilingual and multicultural services within State Preschool and Child Care and Development Programs.

9. The OCD should terminate the contracts of agencies that continually fail to provide appropriate programs for limited-English proficient children, even after the agencies receive technical assistance from the OCD.

Parents

1. OCD staff should emphasize the need for the techniques of parent involvement in technical assistance provided to funded agencies.

2. OCD staff should meet with staff from the Office of Bilingual and Bicultural Education to exchange and to learn innovative strategies for the involvement of parents in bilingual programs.

3. The OCD should promote the exchange of information and approaches to parent involvement within a network of bilingual child development programs.

Policy

1. The OCD should evaluate and improve its program support and technical assistance for agencies wanting or needing to provide bilingual programs.

2. The OCD should develop criteria for evaluating an agency's bilingual program when the agency claims a 1.1 reimbursement rate for serving limited-English proficient children.

3. The OCD should find ways to open discussion with community-based organizations which serve bilingual children to build trust and confidence between the SDE and local agencies.

Coordinating Resources

1. The OCD, the Office of Bilingual and Bicultural Education, and the Office of Migrant Education should establish bilingual resource centers for early education in cooperation with Head Start.

Special Concerns

1. The OCD should measure and evaluate the extent to which the population of children and families served by child care and development services has changed since the 1980 GAC report on child care allocations. If services to non-English speaking families remain disproportionate with their presence in the workforce and in U.S. census-determined poverty brackets, the OCD should establish ways to redress imbalances.

BACKGROUND

Late in 1980, the Special Needs Subcommittee of the GAC turned its attention from the needs of migrant farmworkers' children to the needs of children of limited-English proficiency. The Subcommittee recommended that the Committee hold two well-publicized hearings on bilingual education for young children and to report the results and Committee recommendations to the Governor and to the Superintendent of Public Instruction.

Status of Services

No entitlement for bilingual education exists for children below kindergarten age. Nor are there special funds available for bilingual programs for these children beyond a handful of demonstration-project grants for public schools. The State's bilingual program--administered by the Office of Bilingual and Bicultural Education--begins with kindergarten programs.

While these limits are real, many non-English speaking young children are eligible for the State Preschool Program and for subsidized child care and development programs. Those children enrolled in State Preschool and subsidized child care are not necessarily given special attention nor are they necessarily provided a planned program for language and intellectual development.

Legislation passed in 1980 does direct the Superintendent of Public Instruction to develop standards for programs of high quality. Indicators of quality include "Program activities and services that meet the cultural, linguistic, and other special needs of children and families being served" (Education Code, 8203(c)).

Many of the recommendations of this report, then, constitute the GAC's sense of how the State Department of Education can fulfill the legislative intent of the Child Care and Development Services Act.

Publicity of the hearings included newspaper, radio, and television announcements. Public service announcements in English and Spanish publicized the hearings in Los Angeles and the Bay Area. A flyer about the hearings (included in Appendix A) went to most child care agencies funded by the Office of Child Development and to civic and community groups.

As a result of this effort, 116 people attended the two hearings--the first was in San Francisco, and the second was in Pasadena during the convention of the California Association of Bilingual Educators. Forty-nine persons presented testimony at the hearings.

An additional thirty-five sent written testimony. Presenters included parents, teachers, program administrators and college instructors.

The Subcommittee also selected hearing panels which could provide speakers with an audience of policy-makers. The Committee invited representatives from the Offices of Child Development and of Bilingual-Bicultural Education within the State Department of Education, from the Legislature, and from the federal Agency for Children, Youth and Families. Together with GAC members, these representatives attended the hearings and met subsequently to outline the report and to review drafts submitted by Committee staff.

While the report cannot be construed as representing official SDE, ACYF, or Legislative views, it does reflect their representatives' participation in the hearings and in preparing the report. (Page 27 identifies the hearing panel and the Committee members.)

Controvery: Every speaker at both hearings believed that bilingual/bicultural programs are important and beneficial to young children whose native language is not English. The Committee recognizes that this view is not shared by all the residents of California. The Committee invites readers of the report to share their views--particularly of the recommendations. These views will then be summarized and attached to subsequent printings of the report.

INTRODUCTION

According to one of the stipulations of the Treaty of Guadalupe Hidalgo (following the attack on Mexico by the United States which resulted in the partition of the Southwest in favor of the United States), Mexican culture and Spanish language were to be respected and maintained in the Southwest, something on the order of the bilingual usage of French and English in Quebec. Bilingual programs represent a very delayed attempt to honor this commitment.

Tanya Tulì, Para los
Niños, Los Angeles

Since its inception, California has been pressed to recognize the bilingual and bicultural needs of its non-English and limited-English speaking residents. A coalition of Anglo and Mexican leaders signed bilingual documents to transact California's statehood. Even the imposition of an Anglo-dominated government did not deter the pervasive influence of Mexican culture and heritage--it is still with us today. The importation of Chinese laborers into the State during the latter part of the 19th century was instrumental in the creation of distinct minority communities throughout urban and rural California. The migration of other ethnic groups over the years continued this pattern. All in all, a variety of ethnic influences has contributed greatly to the diverse character of California; but, at the same time, the diversity of populations has presented a challenge to State leaders and local communities in how to respond to the unique linguistic and cultural needs of its residents.

Over the last 15 years, California has channeled a portion of its commitment to non-English and limited-English speaking residents through special programs administered by the State Department of Education. Although primary recipients of these programs are school-aged children, a small portion are children between the ages of 0-5. Publicly-subsidized child care and development programs and Title VII preschool projects are the major providers of bilingual/multicultural educational services to this young population, and are joined in this effort by privately-supported preschool programs and federally-funded Head Start programs.

Whether government-funded or privately-supported, these preschool programs face an arduous task: *to provide developmental experience* to young children from diverse cultural and linguistic backgrounds to facilitate their entry into the school classroom and society. In recounting the progress of current bilingual/multicultural preschool projects, speakers were unanimously supportive of bilingual/multicultural education for preschool-aged children--some for the advantages such programs hold for the child, some for the *socially-redeeming value* they think these programs promise.

The Value of Early Bilingual Education

General consensus was that preschool bilingual/multicultural programs provide non-English speaking children with preschool learning experiences that *prepare the child for entry into a school system.* Testimony indicated that when the preschool experience accommodates the cultural and linguistic differences of children--through staff and curriculum reflective of the children's backgrounds--a sense of security is engendered in the child, and the likelihood of alienation or feeling "left out" of the learning environment is minimized.

Extensive testimony underscored the positive impact that bilingual/multicultural programs can have on the *self-concept and language development of limited-English proficient children, as well as on their motivation and learning style.*[1] A classroom that communicates in the child's native language not only engenders trust and security in a child, it also conveys that his or her language is held in esteem equal to the dominant one. Trust, security and freedom to communicate build children's self-concept and nurture their sense of mastery over the environment. Use of the native language in the preschool setting also circumvents the toll shame and frustration can take on the self-concept of the child who cannot speak English.

Testimony also described the potential of bilingual/multicultural programs for *preparing children in basic readiness concepts.* Increasing proficiency in language is characteristic of early childhood. This developmental task combined with the task of mastering a second language is two-fold for children of limited-English proficiency. Since there is substantial research to attest to the multilingual capabilities of young children, speakers urged support and commitment to bilingual preschool education so that the children can become proficient in both their native languages and English. School district and community based representatives alike drew upon research to emphasize the point that proficiency in two languages (or more) enhances the cognitive development of children and facilitates multicultural understanding.

Speakers devoted some attention to motivation and learning style as outcomes of self-concept and acquired language proficiency, all of which are heavily influenced by adult expectations and attitudes. In fact, many of those who testified described how the attitudes of parents, teachers and the community shape the attitudes of the child toward the English language and the dominant social group. Success in developmental tasks and *positive experiences interacting with the dominant culture seem to be prerequisites to the successful personal adjustment* of limited-English proficient children in advanced educational settings and in society-at-large.

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[1] *The State Department of Education's Office of Bilingual Education now uses the phrase "limited-English proficient" to replace "limited-English speaking and non-English speaking" (LES/NES).*

Speakers also testified to the socially-redeeming value of bilingual/multicultural early childhood education programs. One speaker saw these programs as a source of early intervention in preventing alienation among members of immigrant families as the children acculturate and experience a clash of values between home and the dominant society. Since alienation is a significant variable in the development of social problems such as juvenile delinquency, drug abuse and crime, some advocates cited research to underscore their belief that bilingual/multicultural programs tend to minimize social problembs by demonstrating to a child early in life that his/her cultural heritage has value and should be respected in the context of the larger society. In this way, bilingual/multicultural educational programs may prove cost-effective for society in the way of less crime, property loss, and decreased need for social welfare and compensatory education programs designed to remediate the effects, not prevent the causes of social problems.

Many speakers believe that investment in early childhood bilingual/multicultural education programs can also help to *reduce racial prejudices, biases and stereotypes*. Teaching children at an early age to respect and value a diversity of languages and cultures is, according to some advocates, a step towards mutual understanding, tolerance and acceptance of the unfamiliar and different.

More than one speaker referred to the fact that the United States does not put adequate emphasis on second-language acquisitions. In many countries, speaking two languages is an academic requirement, and equated with social prestige and intelligence. Insistence on an "English-only" language policy is ethnocentric. It also implies that other languages are less valued, less important. This ethnocentric attitude becomes unrealistic in light of the growing numbers of non-English speaking groups in the U. S. English-only requirements, therefore, represent only one more hurdle for non-English speakers to overcome in addition to those that must be surpassed to achieve healthy social adjustment and economic self-maintenance.

A more far-reaching effect of English-only language policies is that the monolingual American is at a disadvantage in her or his interactions with the non-English speaking world community, and often must rely on a third party to interpret.

Recommendations for the improvement and expansion of bilingual/multicultural programs carried a tone of urgency, and are probably indicative of the growing service need among limited-English proficient populations in the State. In 1980, the Legislature attempted to address these urgent concerns when it passed SB 863 (Sieroty). This comprehensive child development bill, amending the State Education Code, increased the rate of reimbursement to child care and development programs that serve limited-English proficient children.

Some providers who testified praised the political and social commitment of SB 863 to this group of young children. Many hope that the increased reimbursement rates will secure the flexibility, time and resources needed to serve more adequately bilingual/bicultural young children. Though SB 863 provisions and allocations fall short of the demand for bilingual/multicultural programs throughout the State: they nevertheless validate the need for and worth of these programs and the potential value they hold for the limited-English proficient youngster.

CHILD ASSESSMENT

Indian children have often been classified as "culturally deprived" by non-Indians with a different value system. Culture to us is a way of life, the foundation of our life, everything that is part of our way of living and something that must be passed on to our children. Looking at it from an Indian's perspective, one questions who is really deprived.

Rae Burrell
Indian Center, Inc.
Los Angeles

Assessing the bilingual proficiency of young children poses a special concern to early childhood educators and advocates. Some see the problem as a lack of non-discriminatory and appropriate assessment tools. Others identify a lack of consistent and comprehensive assessment of children both when they enter a preschool or child care program and when they leave to enter kindergarten. One education advocate sees assessment as the number one barrier to the successful implementation of bilingual programs at all levels. This speaker advocates a comprehensive assessment of young limited-English proficient children as they enter preschool and child care programs. This speaker identified the State Department of Education as the most appropriate party to develop and implement such a system, one designed to ensure accountability and consistency in the assessment of preschoolers.

Another recommendation that evolved from concerns over assessment was the need to improve tools and instruments currently used to assess the bilingual skills of young children, and to develop new, non-biased ones. One speaker emphasized the need for psychological, developmental and intelligence tests that are non-discriminatory and appropriate for their purposes and that do not measure a child's native language and cultural differences as deficits. While underscoring the lack of appropriate assessment tools and instruments, the speaker also cited the severe need for qualified bilingual/bicultural professionals to administer them.

Another speaker defined the purpose of language and speech assessment of limited-English proficient children: to determine how the child's native speech of language skills compare with the developmental norms of children in the same native language population; is the child developing typically in his or her native language. This speaker also emphasized the need for trained personnel, knowledge of developmental acquisition patterns of languages other than English, and normal test instruments to assess these patterns, in order to fairly evaluate the language development and bilingual capabilities of young children.

Formal assessment of individual children is a common concern for all programs trying to chart progress of individual language development and program effectiveness. Despite the concern, there are two few formal assessment tools specifically designed to evaluate the bilingual language development of preschool-aged children. Assessment devices that do exist are either adaptations of language measurements for school-aged children or have been developed only recently by government-funded research projects.

In 1976, the Administration of Children, Youth, and Families (ACYF), Head Start's funding source, launched a Bilingual/Multicultural Curriculum Development Effort. Four models evolved out of the project, each with a component of assessment. (These models will be explained in more detail in the next section.) In recent years, many Head Start programs have opted to utilize the assessment instruments of one of these models, so that home language surveys, language profiles and inventories are used more frequently now or at least complement assessment systems developed by local programs over the years. ACYF's leadership in funding these research projects has been instrumental in encouraging the expanded use of assessment methods with limited-English proficient preschoolers, and it has broadened the resource pool of developmentally- and culturally-appropriate instruments for this young group.

Two offices of the State Department of Education have developed and enforce guidelines for the assessment of limited-English proficient preschoolers in the State. The Office of Child Development, the chief funding source of state-subsidized child care and development programs, identifies child assessment as a major component of service, and it has supported the development of a Bilingual Bicultural Migrant Education Program Assessment by consultant staff. Though still in draft form and currently targeted for migrant programs only, the development of this instrument is a step in the right direction: it is the type of evaluative instrument that speakers at the hearings believe is sorely needed in the field. If adopted and implemented statewide, this instrument would assist an array of child care and development programs that currently enroll limited-English proficient children in regular programs.

The Office of Bilingual Bicultural Education is responsible for enforcing guidelines and monitoring the activities of the handful of Title VII grantees that serve preschoolers. The Office of Bilingual Bicultural Education also provides technical assistance to local school districts and county offices of education that conduct preschool bilingual/multicultural programs. (OBBE's grants and technical assistance are not available currently to community-based organizations.) Under Title VII regulations, each grantee is expected to assess the progress of its preschoolers. Some grantees have developed their own assessment tools in the course of developing curriculum models; but like the Office of Child Development, the Office of Bilingual Bicultural Education does not require the use of a specific assessment tool for funded preschool projects.

CURRICULUM

The best way to teach is to teach from the youngster's own base of experience: from the building blocks of words and events and objects familiar to the child...We are used to educating English-speaking youngsters exactly that way.

Uvaldo Palomares

At age 3 our children are still very young. We have tried our best to teach them at home, but there are many things about American culture that parents do not know. Children need to learn about the American culture in a way that makes them still respect their own parents and their own culture.

Kwong You Kwok
San Francisco

Designing a preschool curriculum that successfully fosters the development of a group of children from diverse cultures and language backgrounds is not an easy task. To begin with, one must have a well-grounded understanding of child development theories and group learning, and an awareness of how the total enviroment affects the group's development.

The development of appropriate curriculum for limited-English proficient preschoolers has evolved over the years, mostly at the initiative of local programs that have experimented with developing their own version of curriculum that have evolved: 1) English as a second language (ESL) models that emphasize the acquisition of English, and 2) developmental/holistic models that advocate a gradual introduction of English language and American culture, and utilize the child's cultural and linguistic experiences and influences of the community and the family.

The assumptions underlying these models are distinct. ESL models are based on a deprived or disadvantaged model that sees the child's language as a deficit, something to be replaced. ESL models also assume that a limited-English proficient child will be able to function in an English-only environment. Developmental/holistic-oriented models, on the other hand, rely on the language and cultural experience and strengths of the child and principles of language and concept development.

To greater and lesser degrees, all programs described at the hearing implement developmental/holistic models in their classrooms, though a couple of programs continue to rely on ESL methods in teaching the English language to preschoolers. A general consensus of what constitutes essential components of bilingual/multicultural curriculum for limited-English proficient preschoolers emerged in the testimonies.

Testimony on curriculum frequently began by stating the need for bilingual/multicultural programs to speak to the basic needs, capabilities and interests of the young limited-English proficient child:

1. The need for "the warmth of the familiar." "Familiar" includes the presence of peers and staff that speak the child's native language and share the same cultural background.
2. The need for the child to feel good about one's self.
3. The need to learn and to succeed in a wide range of tasks and social interactions.

Speakers then indicated the area an appropriate early childhood bilingual/multicultural curriculum should address. Curricula must:

1. Place a strong emphasis on the development of the child's first language. This facilitates conceptual understanding and development. It also helps a child acquire English.
2. Emphasize the development of comprehension in English by gradually exposing the child to it. Speakers at both hearings recounted experiences of how quickly children learn the second language just by being exposed to it on a daily basis.
3. Utilize a fully bilingual staff--both aides and teachers.
4. Utilize appropriate and culturally sensitive instructional materials to assist children, staff, and parents.
5. Utilize learning groups to generate peer support.
6. Involve parents in classroom activities, in meeting curriculum objectives outside of the classroom, and in planning the curriculum.
7. Utilize the community as a resource for designing activities.
8. Provide culturally-appropriate activities that are verbal and non-verbal.

Another major theme orchestrated by testimony was the need for resources for curriculum development for young children. Although some programs receive substantial support from parents and staff in this area, the need remains for instructional materials and technical assistance to improve bilingual/multicultural programs for young children. Speakers differed on who should coordinate and provide these services, but *consensus was that strategically*

located resource service centers and resource networks of bilingual/multicultural child care and development programs would assist greatly in the task of disseminating new knowledge about bilingual/multicultural programs for young children.

As noted earlier, ACYF's Bilingual/Multicultural Curriculum Development Effort began research projects in 1976. Four major models evolved out of these projects. Although "Un Marco Abierto," "Nuevas Fronteras," "Alerta" and "Amanacer" are distinct in their orientation, each is based upon child development theory and a philosophy of bilingual/bicultural enhancement--not the "deficit" theory. Each model provides strategies for cognitive, socio-emotional and psychomotor development, as well as English and Spanish language development. They differ in teaching strategies: one model emphasizes teach-directed activities while others encourage child-directed activities or a combination thereof. Despite the different learning strategies, all models share the common goal of bilingual/multicultural enrichment and all depend on local adaptations and resources to ensure maximum benefit to individual programs.

ACYF-funded projects (Head Start) have access to regional resource centers. These centers lend out bilingual/multicultural curriculum materials and provide no-cost technical assistance to eligible programs. Technical assistance includes advising programs of currently-existing curriculum models and assisting in their use. State-funded programs may utilize these resources also, for a fee, an obstacle for many small community-based operations wishing to inplement a bilingual/multicultural curriculum model. This limitation has prompted some speakers to advocate that the State's Office of Child Development intervene, either by developing a curriculum model of their own, by providing funds to local agencies to use to purchase training and consultations or to buy into the federal regional resource centers so that state-funded programs can use them gratis.

Staffing

Concerns about the recruitment, utilization, training, monitoring, and development of staff--at both the state and local levels--were expressed throughout the hearings. The basic theme is that a bilingual program is only as effective as its staff.

Speakers generally agreed that a balance of bilingual staff:

1. Assure a sense of the "familiar" to the limited-English proficient youngsters.
2. Encourage the children to express more freely their thoughts and feelings.

3. Promote the children's continued learning in their native language and frame of reference without insisting they learn English before anything else.

4. Communicate "worthiness" of the children's native language by using it freely in the classroom.

5. Encourage the participation of parents in program activities and planning.

6. Identify each child's strengths and needs and evaluate the effects of the program.

Many speakers identified the great demand for well-trained bilingual staff--especially bilingual teachers. It is common practice, as many speakers noted, to recruit and rely on bilingual aides to implement the bulk of bilingual programming. Aides either serve as classroom translators of activities and resource materials, or they are given charge of all the limited-English proficient students. Yet aides rarely have the time or opportunity to fashion what they are supposed to implement. Even worse, they are not paid anything near a teacher's salary for carrying the responsibility for instruction.

A major recommendation was the preferred hiring of bilingual teachers to complement and counterbalance the numbers of aides weighed with the responsibility for instructing children. Bilingual teachers not only provide leadership and insight; they, in conjunction with aides, ensure that the second language is integrated throughout the curriculum. The presence of a bilingual teacher also promotes communication between parents and teachers, a key variable in persuading parents to follow through at home with program objectives and to take part in program planning and activities.

The need for certificated and credentialled bilingual teachers in the State, though, is desperate. Last year, the Commission for Teacher Preparation and Licensing (CTPL) predicted that 13,051 bilingual teachers were needed in the State (K-12), yet only 6,115 were actually credentialled. These teachers are required to hold regular teaching credentials and additional bilingual certification.

As underscored by some speakers, this shortage extends to the preschool and child care sector where some speakers felt prompted to make recommendations of what could be done to augment the pool of bilingual teachers in this sector where teachers are required to hold a Children's Center Permit or a credential.

These speakers identified the need for a credentialling procedure that certificates experienced aides for bilingual/bicultural competencies and serves as a career ladder for aides to pursue other advanced credentials and degrees. One recommendations was to build in a bilingual/bicultural emphasis within the Children's Center Permit, with credit given for classroom field experience. CTPL is currently evaluating the viability of a field-based assessment system for the

Children's Center Permit, one that would grant academic credits for an as-yet-undefined number of classroom teaching hours. Another speaker contended that, at the very least, bilingual skill should qualify a teacher with an Emergency or Provisional Permit above a person who is not bilingual but possesses a Regular Permit. Another speaker recommended an internship program for potential teachers and administrators of bilingual child development programs, but no agency is designated to execute this task.

Another staff-related issue concerned adult-child ratios. One speaker thought the latest state-mandated ratios of 1:8 to be unreasonable considering the amount of additional tasks (translating, coordinating and training) while staff in bilingual/multicultural programs are expected to perform during classroom hours.

The need for staff training and development was a recurring theme throughout the hearings. Concerns not only addressed local needs; they also were directed to the need for funding agencies to assign consultants who are more adequately trained and knowledgeable about bilingual/multicultural programming for young children.

Examples of poorly-trained staff were cited to underscore the critical need for well-trained personnel. One educator described how a neighboring preschool project trained aides to serve only as translators of an all-English curriculum, which resulted in the non-English speaking children memorizing letters and numbers with no idea of what they represented. This speaker emphasized the need for staff training in the assessment of children's readiness skills, and she asked for more stringent monitoring by funding agencies to ensure that guidelines and performance standards are implemented correctly.

Another speaker summarized three initial activities for staff training and development:

1. Identification of local receptiveness to bilingual/multicultural programming, as indicated by staff and parents.
2. Availability of training resources such as bilingual/multicultural curricula instructional materials, methods to meet bilingual learning needs (i.e. learning theories, language assessment and grouping, observation, language acquisition and expansion, planning), and consultant assistance.
3. Assessment of training needs/levels of staff.

This speaker emphasized the need for each program to train key personnel in bilingual/multicultural concepts and strategies as a means of assuring continuity in training plans.

There was common agreement that staff training and development requires time and money, should be conducted regularly, should be conducted bilingually for the benefit of non-native English-speaking staff, and should include parents who volunteer in the classroom.

Specific recommendations for improving staff competencies and for attracting new recruits included providing intership in bilingual/multicultural preschool and child care programs, creating training and resource centers where staff could sharpen skills, and academic credit for on-the-job experience.

Several representatives from state-funded preschool and child care programs challenged the amount and quality of technical assistance in bilingual/multicultural programming they receive from the OCD. Although most acknowledged the heavy workload of OCD consultants, program representatives recommended that OCD staff be more thoroughly trained in bilingual/multicultural learning theories, assessment procedures, and curriculum models. Several years ago, OCD published a bilingual/multicultural handbook to assist local programs in designing and implementing appropriate bilingual/multicultural curriculum, but local programs seem to need a more direct means of realizing bilingual/multicultural classrooms. They look to OCD for leadership in this area.

More specific recommendations to OCD included:

1. Monitoring hiring patterns of funded agencies to ensure the staff hired are reflective of the cultural and linguistic needs of the children.
2. Providing funding for the development of bilingual/multicultural preschool curricula and instructional materials.
3. Providing consultant services to assist contracting agencies in implementing bilingual/multicultural programming.
4. Monitoring programs' compliance with guidelines for bilingual/multicultural service.
5. Transferring the contracts of agencies that continually fail to provide appropriate programs for limited-English proficient youngsters, even after technical assistance is provided.

Summary

Curriculum is the heart of bilingual education. The Advisory Committee and its hearing panel were presented over and over with evidence that children's language development--in English--is enhanced by continued development of their native language. In addition, preserving and developing their native language is but the cornerstone of preserving and developing the children's cultural identity. One need not speak only English to learn English well; one need not adopt only Anglo-Saxon attitudes to be a full and contributing citizen of the United States, much less a complete person. By recognizing the need of young children for physical, emotional, and intellectual development--as well as language development--a program fulfills its responsibility for children and does society at large a great favor: the program produces bilingual children with multicultural understanding and tolerance.

PARENTS

Many mothers of children in the program agreed that their children were so timid in a different nursery school that the child could not be left. In this bilingual program, however, the children felt more at ease and able to learn.

Charlene Rice
Anaheim

Another important theme that emerged from the hearings dealt with the role, responsibilities and contributions of parents whose children are enrolled in bilingual/multicultural preschool or child care programs. To greater and lesser degrees, speakers--many of whom were parents of bilingual children--outlined the need for and kinds of parent participation. General consensus was that parental support of program objectives is vital to the success of bilingual/multicultural preschool and child care programs; and one way to generate the support of parents is by informing them about their child, the program and community/political issues that impact on them all.

There was a general consensus in testimony that the quality of the child's bilingual/bicultural experiences is greatly influenced by the parent's knowledge of and support of the child's needs and competencies. One speaker emphasized the need to involve parents in the process of educating their children. Staff can assist parents in this task, by making them aware of how they can turn ordinary actions (e.g. retrieving articles, identifying items, etc.) into learning experiences. Along the same line, another speaker told of how the parents and children of her program share in the coloring of a teacher-designed color book; the technique facilitates conversation and generates intimacy between parent and child. Another speaker stressed the importance of staff being knowledgeable about the goals and worth of bilingual/multicultural programs to avoid confusion and to gain parents' support and participation. Others spoke about the need to inform parents of the impact the family has on the child, especially in terms of social modeling and in minimizing intergenerational and cultural identification conflict.

For some speakers, the emphasis on parent/participation education was geared more to adult needs. Several speakers outlined the difficulties immigrant and migrant parents confront in trying to adjust to a new community. Many programs believe their responsibilities include assisting parents in learning basic survival skills (how to locate shelter, food, employment, enroll in assistance programs, English classes, etc.).

The staff-parent relationship need not be one-sided. Other speakers outlined how they involve parents in curriculum development, child

assessment and training plans. These speakers view parents as resources of experience, knowledge and insight, not only about their children, but the program too. Other speakers reported how parents frequently are hired on as staff. Another program representative urged preschool and child care programs to exercise social responsibility by hiring parents whenever possible. Speakers also commented on the need to involve parents in the programs' decision-making processes. One person highlighted the progress the Bilingual/Bicultural office of the State Department of Education has made in involving parents in programs; instruments and standards have been developed to assist parents in assessing their own child's development, evaluating program effectiveness, selecting staff, and assessing their own involvement in the program. In all cases, teachers and other professionals function as advisors to the parents. The key to effective parent involvement is in "getting the word out"--information and the dissemination of information. One parent poignantly related how he had to actively seek out information about the policy and procedures of his child's preschool program; he believes that if it had been left up to staff, he's have never found out. Cognizant of this kind of dilemma, several speakers highlighted the need for preschool and child care to facilitate parents' access to resources and information. Suggestions for disseminating information included the use of television, radio, newspapers and neighborhood newsletters, and an increase in allocations to resource and referral networks located in areas where child care is documented to be underutilized.

Parents care--more than staff can sometimes perceive. This caring was evident in the oral and written testimony of parents. Some parents were grateful for the experiences their children had had, the skills the children had acquired; other parents expressed the need for improved program quality, expansion of services and broader parent responsibility in decision-making. It is evident from the responses generated by the hearing that parental input continues to be greatly underutilized; but its potential, when tapped, is invaluable to all involved.

POLICY AND ADMINISTRATIVE ISSUES

However desirable bilingual/bicultural programs may be, their effectiveness can neither be assessed nor assured without full consideration of agency management and classroom practices.

Charles Melendez
Los Angeles County Schools

Several policy and administrative issues were raised throughout the hearings; in almost all instances, the speakers identified their funding sources as the entity most capable of resolving these problematic areas.

The length of time necessary to derive full benefits from a bilingual/multicultural preschool program prompted several speakers to recommend that priority enrollment in State Preschool programs be given to three year olds. Citing experience, several speakers related how students with no English usually acquire receptive language during the first year and expressive language the following year. Therefore, it is their belief that intervention at an earlier age and for a minimum of two years is essential to the successful transition of a young child into an English-dominant classroom.

Income criteria and requirements for bilingual/multicultural preschool programs were challenged by a couple of speakers who see them as secondary in importance to the need for language skills. Again, the need for early intervention was cited as legitimate cause for waiving income eligibility requirements and parent fees for bilingual/multicultural early childhood programs. Substantial concern was also expressed on behalf of lower middle income families not "poor enough" to be eligible for fully-subsidized preschool and child care. Again, parental fees were cited as a factor that prevents wider participation in these programs of limited-English proficient children from lower-middle income families (families at 75% to 100% of the statewide median).

Concern over income and age eligibility requirements introduced a second major issue--funding for bilingual/multicultural preschool and child care programs. Many speakers noted the need for additional funds to support current bilingual/multicultural preschool and child care efforts and institute new ones. Long waiting lists are common for most programs, with little chance for accommodating more children under current contracts. At a glance, OCD's increased reimbursement rate of 1.1 (as a result of SB 863) promises additional funds for bilingual/multicultural programs. In reality, no addition to operating budgets accompanies the increased rate; however, programs will earn their contracts faster and some programs may serve fewer children more comprehensively.

Requests for expansion efforts were also heard from the private sector. One speaker advocated the expanded use of the voucher system to subsidize limited-English proficient children in private day care settings as a means of circumventing the waiting lists of publicly-subsidized programs and offering families alternative preschool and day care settings.

Representatives from the rural sector also underscored the need for additional funding. Several speakers noted a severe shortage of facilities for rural-based programs that serve preschool-aged limited-English proficient migrant children. One presenter believes this lack of housing for programs warrants continued high-priority attention and, more specifically, capital outlay funds. (A detailed summary of the special needs of the young migrant child population is outlined in the GAC's recent report "Services for Young Children of Migrant Farmworkers.")

Throughout the hearings, the need to fund training and technical assistance projects was voiced. In almost all cases, testifiers pointed to their funding source as the party responsible for encumbering the costs of these tasks. Over the years, local programs have assumed varying degrees of the responsibility for this task; some (especially those housed in the public school system) have been more successful than others. The approach to curriculum and materials development, for instance, has been piecemeal at best, and consensus was that the State offices that set forth the regulations and guidelines ought to be prepared to assist local agencies actualize program goals by providing (and/or developing) the appropriate resources.

Requests for funding training and technical assistance projects were mainly directed to State agencies, and mostly to OCD. Recommendations included:

1. Development of standardized bilingual/multicultural curricula and guidelines for their implementation.
2. Creation of a network or consortium of bilingual/multicultural preschool and child care projects for the purpose of pooling resources and disseminating information statewide to personnel and parents.
3. Initiation of a resources/materials development project, based on the most recent research, and field-tested in State-funded programs.
4. Development of a resource system for evaluation, publication and dissemination of assessment instruments for children 0-5.
5. Development of a roster of independent consultants knowledgeable in bilingual/multicultural programming for young children who could then be hired by the State to assist local programs in implementing bilingual/multicultural curriculum, methods, etc.
6. Availability of translation services for teacher training, curriculum, parent education, health, and social service materials.
7. Training of State consultants in bilingual/multicultural philosophy, concepts, methods and implementation of available curricula so they will be better prepared to monitor, evaluate, and assist bilingual/multicultural preschool and day care programs.

Linked to the need for additional programs and resources were concerns about compliance, monitoring and evaluation of bilingual/multicultural preschool and child care programs. One speaker noted the ambiguity of federal and state guidelines in specifying objectives and means of implementing bilingual/multicultural programs for preschoolers. This ambiguity not only affects the quality of programming provided; it also complicates the task of measuring the effectiveness of these programs.

A concern for monitoring the effectiveness of State-funded bilingual/multicultural preschool projects prompted one educator to recommend that OCD monitor specific changes in programs claiming the 1.1 reimbursement for limited-English proficient children (under SB 863). Another speaker underscored the need for ongoing evaluation of State-funded bilingual/multicultural preschool and child care programs by proposing that programs offering less than adequate bilingual/bicultural programming be defunded or put on probationary status. Again, the implementation of these recommendations is intimately linked to a program's use of assessment tools and appropriate bilingual/multicultural curriculum, and the availability of training, technical assistance and additional resources from the agencies that fund them.

From a different perspective, several speakers identified problematic areas that they believe have a direct impact on the effectiveness of their bilingual/multicultural preschool and child care programs. Unclear communication of expectations and directives from his consultant prompted one speaker to level criticisms at the OCD's administrative structure. A second speaker questioned OCD's sensitivity to ethnic and cultural issues in its assignment of consultant staff to local programs. A third speaker questioned the quality and frequency of contact between his program and the OCD consultant while stressing his program's need for updated information on State services and regulations, and consultation about the implementation of bilingual/multicultural curriculum. In all three instances, there are perceived problems with OCD's administrative structure, and all should be considered by that agency in evaluating its effectiveness and its impact on the quality of programming for children of limited-English proficiency.

COORDINATING RESOURCES

The need to coordinate and utilize existing resources was emphasized by many speakers throughout the hearings. This emphasis on coordination was especially evident in the broad support of the resource center concept. Local programs, higher education professionals, and advocates alike recommended the housing of information, bilingual/multicultural curriculums, instructional materials, parent education, staff development materials, and research data in one or more locations throughout California. State-funded agencies identified OCD as the logical entity to coordinate, organize, and disseminate these items. (As previously mentioned, federally-funded Head Start programs already have access to a no-cost bilingual/multicultural resource center on the West Coast.)

The development of a consortium of California bilingual/multicultural preschool and child care programs was also recommended. Some look to a consortium as the initial step towards actualizing the resource center concept and a means of initiating an information and resources-sharing network across the State. Again, the State Department of Education--specifically OCD--was identified for leadership in this task since it funds the majority of preschool and child care programs in the State. Initiation of the resource center and consortium concepts could begin with negotiated agreement between OCD and the Office of Bilingual Bicultural Education to inventory available resources and identify efficient ways to conduct an information and resource exchange among their programs. Going one step further, OCD and OBBE might invite Head Start personnel to sit in on the negotiations and informally include them in whatever plans are made.

Coordination on the local level was also emphasized during the hearings. One speaker stressed the need for preschool and child care programs to establish working relationship with local elementary schools so that each can gain familiarity with the other's operation and coordinate the child's linguistic program. The emphasis on coordination of local resources was also related by a second speaker who encouraged local programs to turn to social service organizations and educational institutions as resources for consultation services and recruitment of volunteer staff (i.e., student interns).

SPECIAL CONCERNS

Although we have PL94-142, 504, and SB 1870 which mandate a free and appropriate education for all handicapped students through a continuum of least restrictive environments, in truth, handicapped children and particularly those from low income minority communities have few options.

Amy Tan
San Francisco

The unique characteristics and dilemmas of certain population groups were often referred to throughout the hearings to underscore the importance and need for flexibly structured and innovative bilingual/multicultural preschool and child care programs. There was frequent mention of newly-arrived Indo-Chinese refugee children in citing the immediate need for expanded services. (Over a score of Indo-Chinese parents sent letters to the Committee to express their thanks for and support of bilingual/multicultural preschool programs that serve their children.) Also, several speakers cited the growing Latino population as an exerting influence on the need for more bilingual/multicultural programs throughout California. Another speaker challenged the relevance of individualistically-oriented preschool programs to Native American children reared in traditional tribal values.

Testimony from representatives of rural-based programs outlined the desperate need for child care and development programs for limited-English proficient children in their areas and the even more desperate need for facilities to house these programs. In general, rural areas do not attract a sufficient number of qualified professionals necessary to staff rural-based programs. This shortage is especially evident when trying to recruit bilingual/bicultural teachers.

Migrant child care and development programs face this dilemma and more. A fluctuating service population, a high rate of staff turnover, and an insufficient number of facilities to house the number of children in need of care are only a few of the problems that tend to overwhelm rural migrant programs struggling to cope and provide quality bilingual/multicultural programming for children too. As one speaker related, the scarcity of migrant child care and development programs forces older migrant children to miss school to care for younger siblings. In one extreme case, the care of a young child by an infirmed relative deprived the child of adequate stimulation and learning experiences so that the child is now severely developmentally delayed. In this case, the speaker contended that the early intervention of a child care program would have prevented this situation.

The unique needs of handicapped limited-English proficient children were also singled out during the hearings. One speaker outlined the hardships low-income and recent immigrant families confront in trying to secure affordable and culturally and developmentally appropriate child care and preschool situations for their handicapped children. The limited options emphasize the need for low-cost and mainstreamed child care programs. At least two other speakers emphasized the need for culturally and linguistically appropriate diagnostic tools to assess developmentally delayed youngsters, and the need for bilingual/bicultural personnel to administer them.

Additional recommendations were made for:

1. Providing incentive funds to child development projects to integrate handicapped children in their programs.
2. Mandating integrated and culturally-sensitive preschool programs for mildly and moderately handicapped children ages 2 - 4.9.
3. Training program personnel in the ways different cultures cope with a family member's handicap.
4. Providing scholarships as incentives to attract bilingual/bicultural personnel into this field.

The representative of a program for emotionally handicapped children also stressed the absolute need for early intervention and programming for these special needs c hildren and the dilemma of maintaining quality, culturally-appropriate and low-cost programs.

Concern for the special needs of infants was also expressed. One party believes that the availability of bilingual infant care staff is essential to provide that sense of familiarity (listening to the home language) for the infant separated from its parent.

There was mention of the need for extended day care for limited-English proficient children five years and older. Although not intended to be an agended item of the hearing, this issue nevertheless was noted and underscores the need for culturally and linguistically appropriate child care situations for older limited-English proficient children.

The hearings served to confirm that the need for bilingual/multicultural child care and preschool programs is substantial and will continue to increase. One speaker referred to a recent State Department of Education census that showed 53,318 limited-English proficient children enrolled in California kindergarten classrooms. The speaker went on to estimate that the majority, if not most of these children were potentially eligible for child care or preschool. According to OCD's latest Annual Report on Publicly Subsidized Child Care Services,

only 16,180 limited-English proficient children were enrolled in state-funded child care or preschool programs in 1979. These figures support the contentions of other community representatives who report a severe shortage of bilingual/multicultural early childhood programs for young children of limited-English proficiency. (Page 26 of this report includes some statistics.)

The immediate solution for alleviating the increasing need for bilingual/multicultural preschools and child care programs would be for advocates to persuade the Legislature to allocate additional funds for this purpose. But in times of economic austerity, such as now, the likelihood of success is remote. The question then becomes how to accommodate growing numbers of limited-English proficient youngsters in an equitable way.

In 1980, the GAC published the report on the allocation process of state-funded child care and development programs. In examining disparities among ethnic groups enrolled in these programs, the GAC identified methods to achieve a more proportionate balance of funding for ethnic populations eligible for state-subsidized services. It seems appropriate at this time to restate some of these proposed methods. The most pertinent recommendations follow:

1. Establishing a statewide priority to balance services to eligible children of each ethnic group by:
   a. collecting data on a county-by-county basis that reflects the ethnicity of families at the lowest income levels,
   b. comparing data to the level of child care services currently provided to ethnic groups in each county in order to assess the proportion of balance needed.
2. Giving priority for state-subsidized child care to families of lowest income (including AFDC) rather than recipients of AFDC and single-parent families first. This change broadens the opportunity for participation in programs for the hundreds of low income families who do not qualify for or choose not to participate in public assistance programs. A change in this priority system would enable additional Hispanic, Asian, and other minority children to move up more quickly on current waiting lists for care. This change is part of Senator Alan Sieroty's SB 913, a bill sponsored by the State Department of Education.
3. Providing strong support for the continued growth in funding of community-based groups. Through such growth it is assumed that more bilingual/multicultural programs will be available in neighborhoods and communities of need.

A reordering in priorities for services to limited-English proficient children has been partially addressed by SB 863 and its increased reimbursement rate for this group. Also needed is a more profound shift in the funding and operations priorities for bilingual/multicultural programs designed to serve these children. A shift in priorities combined with the strengthened curricula and increased support of community-based programs may be keys to achieving better and more accessible services to children whose native language is not English.

STATISTICS

In the spring of 1980, the State Department of Education reports that about 18% of California's kindergarteners were either limited-English-speaking or non-English speaking. 53,318 children, five years of age, spoke little or no English.

Public School Kindergarten Enrollment: spring, 1980

Spanish	45,168	Mandarin	219
Vietnamese	1,360	Japanese	409
Cantonese	1,222	Cambodian	125
Korean	691	Lao	387
Pilipino (Tagalog)	995	All Others	2,304
Portuguese	378		

These figures suggest that as many as 250,000 children who are infants or preschoolers live in non-English-speaking homes.

Of these many children, few actually are enrolled in the state's child care or preschool programs. Department of Education figures for March of 1979 report these statistics:

Child Care Services: March, 1979

Total enrollment: 68,735

Total Children of Limited-English Proficiency: 10,170

State Preschool Programs: March, 1979

Total enrollment: 21,115

Total Children of Limited-English Proficiency: 6,020

Total limited/Non-English Speaking Children: 16,180 of 90,000 Children Enrolled.

At least half of these children are 4 year olds (probably about 9,000), so we can say that between 15% and 17% of the limited-English proficient children in the state enroll in a subsidized early childhood program before kindergarten.

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Virginia Rondero, Report Writer
Giovanna Stark, Program Analyst

PROCEDURES FOR SUBMITTING TESTIMONY

Those wishing to testify are asked to reserve a 10-minute slot by calling one of the following offices:

Chinatown Child Development Center
1007 Kearny Street
San Francisco, California
(415) 433-2910

Academia Quinto Sol
302 West 7th Street
Long Beach, California
(213) 432-3935

Governor's Advisory Committee on Child Development Programs
915 Capitol Mall, Room 260
Sacramento, California
(916) 322-8181

The GAC requests each speaker to bring a written summary or outline of testimony to the hearing. This material will simplify the task of synthesizing all testimony into the form of a report to the Governor

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QUESTIONS TO ADDRESS

Please direct your comments to any or all of the following questions

-What are the problems and/or positive values of bilingual/bicultural programs for children ages 0-5?

-What effects, beneficial and/or adverse, have bilingual/bicultural preschool curriculums/methods had on the quality of programs?

-What kinds of change, if any, should be made on the local, state, and/or national level in regards to bilingual/bicultural programs for young children?

-How could bilingual/bicultural programs for children 0-5 be strengthened? Should they be?

* * * * *

HEARING FORMAT

To assure that all points of view are heard fairly and without interruption, a hearing format will be utilized. Testifiers will be allotted 10 minutes each to speak to the hearing panel, who in turn may question the speaker; if not, the speaker may excuse him or herself in order to allow the next speaker to begin.

* * * * *

THE HEARING PANEL

The hearing panel in each location of the hearing will consist of representatives of the Office of Child Development, Office of Bilingual Bicultural Education, the Administration of Children, Youth and Families, Legislative representatives, the Governor's Office, and members of the GAC.

THE
GOVERNOR'S ADVISORY COMMITTEE
ON
CHILD DEVELOPMENT PROGRAMS

I N V I T E S

Private & Public Preschools
Resources and Training Specialists,
Teachers, Directors, Aides, Parents
and other advocates

TO SUBMIT TESTIMONY

AND

ATTEND

PUBLIC HEARINGS ON THE BILINGUAL/BICULTURAL NEEDS OF YOUNG CHILDREN AGES 0 - 5

WHY THE GAC IS CONDUCTING HEARINGS

The Special Needs Subcommittee of the Governor's Advisory Committee on Child Development Programs has targeted the bilingual needs of young children 5 years and younger as a priority area for review this year. This concern has grown out of the fact that approximately 14.4% of all children enrolled in state-funded child care and development programs are either non-English-speaking (NES) or limited in their English-speaking abilities (LES). This number indicates the need for sensitivity to the special needs of these children and the designing of appropriate programs with activities that will expand the English-speaking abilities of the NES and LES child's experience in child care and development programs, and nurture the child's self-esteem--the foundation for success in future educational experiences.

The GAC will be conducting these hearings to:

-review what types of programs serve young children with bilingual/bicultural needs

-assess how programs adapt their activities and environments to meet the needs of NES and LES children.

-define what intervention strategies (curriculums, special programs, governmental supports) have emerged over the last few years to meet the bilingual/bicultural needs of young children

-solicit community input and recommendations on existing needs

-review the State's commitment (i.e. legislative mandate, financial support) to serving young children with bilingual/bicultural needs

-to record all testimony presented and synthesize it into a written report and recommendations for action to the Governor.

* * * * *

THE GOVERNOR'S ADVISORY COMMITTEE ON CHILD DEVELOPMENT PROGRAMS (GAC) was created in 1965 to provide policy advice on the development of programs that affect young children. The GAC's responsibilities include: 1) the review of the development of all child care programs, 2) to serve in an advisory capacity to the Superintendent of Public Instruction and the Governor for program policy decisions, 3) review the needs data gathered and suggest priority areas for future service, 4) assist the Department of Education in developing and reviewing alternative child care delivery systems and 5) make recommendations to the Governor, Department of Education and other agencies with regard to program development and expansion

HEARING DATES AND LOCATIONS

SAN FRANCISCO AREA

Wednesday, February 4, 1981
1:00 - 4:00 p.m. & 6:30 - 9:00 p.m.
California State Building, Room 1194
350 McAllister Street
San Francisco, California

LOS ANGELES AREA

Saturday, February 14, 1981
10:00 a.m. - 12:00 & 1:00 - 4:00 p.m.
Pasadena Hilton Hotel*, Room 1121
150 South Robles Avenue
Pasadena, California

*Same day and location as the State convention of the California Association of Bilingual Educators (CABE)

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HERE IS AN OPPORTUNITY TO BE HEARD

PLAN TO ATTEND THE HEARING NEARER TO YOU

MAKE YOUR OPINION COUNT!